

SOUTHERN LEHIGH SCHOOL DISTRICT

SECTION: PROGRAMS

TITLE: POSITIVE BEHAVIOR SUPPORT
FOR STUDENTS WITH
DISABILITIES

ADOPTED: May 21, 2007

REVISED: April 8, 2013

<p><i>Replaces former policies 218.3 and 113.1</i></p> <p>1. Purpose</p> <p>2. Authority Title 22 Chapter 14</p> <p>3. Delegation of Responsibility</p> <p>4. Definitions Title 22 Sec.14.133</p>	<p style="text-align: center;">113.2 POSITIVE BEHAVIOR SUPPORT FOR STUDENTS WITH DISABILITIES</p> <p>The Southern Lehigh School District believes in the importance of supporting students with disabilities using Positive Behavior Support (PBS) techniques for the development, change, and maintenance of behaviors that are designed to be the least intrusive to the student.</p> <p>The Southern Lehigh School District will use Positive Behavior Support (PBS) techniques in accordance with 22 Pa. Code Chapter 14, Special Education Services and Programs, including the training of personnel for the use of specific procedures, methods, and techniques.</p> <p>Additionally, this policy is designed to enable students with Individualized Education Programs (IEP's) who need a Positive Behavior Support (PBS) Plan to obtain a Free Appropriate Public Education (FAPE) within the Least Restrictive Environment (LRE) in accordance with the Individuals with Disabilities Education Act (IDEA) and the accompanying Pennsylvania Regulations (Chapter 14).</p> <p>The Superintendent and/or his/her designees are authorized to carry out the requirements of this policy and are responsible for ensuring that this policy is implemented in compliance with the IDEA and its implementing regulations. The Superintendent and/or his/her designees shall develop administrative guidelines to implement this policy and appropriate behaviors support activities including the training of personnel for the use of specific procedures, methods, and techniques.</p> <p>The following terms, when used in this section, have the following meanings unless the context clearly indicates otherwise:</p> <ol style="list-style-type: none"> 1. Aversive techniques - deliberate activities designed to establish a negative association with a specific behavior. 2. Behavior support - the development, change, and maintenance of selected behaviors through the systematic application of positive behavior change techniques. 3. Positive behavior support plan - a plan for students with disabilities and eligible young children who require specific intervention to address behavior
---	--

	<p>that interferes with learning. A positive behavior support plan shall be developed by the IEP team, be based on a functional behavior assessment, and become part of the individual eligible young child's or student's IEP. These plans must include methods that utilize positive reinforcement and other positive techniques to shape a student's or eligible young child's behavior, ranging from the use of positive verbal statements as a reward for good behavior to specific tangible rewards.</p> <ol style="list-style-type: none"> 4. Positive techniques - methods utilizing positive reinforcement to shape a student's behavior, ranging from the use of positive verbal statements, as a reward for good behaviors to specific tangible rewards. 5. Restraints - devices and techniques designed and used to control acute or episodic aggressive behaviors or to control involuntary movements or lack of muscular control due to organic causes or conditions. The term includes physical and mechanical restraints. <ol style="list-style-type: none"> a. Restraints to control acute or episodic aggressive behaviors or self-injurious behavior may be used only when the students is acting in a manner as to be a clear and present danger to himself/herself, to other students, or to employees, and only when less restrictive measures and techniques have proven to be or are less effective. <ol style="list-style-type: none"> i. The use of restraints to control the aggressive behavior of an individual student shall cause a meeting for the IEP team to review the current IEP for appropriateness and effectiveness. ii. The use of restraints may not be included in the IEP for the convenience of staff, as a substitute for an educational program, or employed as punishment. iii. SLSD staff shall maintain and report data on the use of restraints as required by the Secretary of the Pennsylvania Department of Education or other proper authority. b. Mechanical restraints, which are used to control involuntary movement or lack of muscular control of students when due to organic causes or conditions, may be employed only with specified by an IEP and as determined by a medical professional qualified to make the determination, and as agreed to by the student's parents/guardians. Mechanical restraints shall prevent a student from injuring himself/herself or others or promote normative body positioning and physical functioning. c. The following does not constitute restraint: <ol style="list-style-type: none"> i. The term does not include briefly holding, without force, a student or eligible young child to calm or comfort him, guiding a student or eligible young child to an appropriate activity, or holding a student's or eligible young child's hand to safely
--	---

<p>5. Guidelines Title 22 Sec. 14.133</p>	<p>escort her from one area to another.</p> <p>ii. The term does not include hand-over-hand assistance with feeding or task completion and techniques prescribed by a qualified medical professional for reasons of safety or for therapeutic or medical treatment, as agreed to by the student's or eligible young child's parents and specified in the IEP. Devices used for physical or occupational therapy, seatbelts in wheelchairs or on toilets used for balance and safety, safety harnesses in buses, and functional positioning devices are examples of mechanical restraints which are excluded from this definition, and governed by subsection (d).</p> <p>The following aversive techniques of handling behavior are considered inappropriate and may not be used by agencies in educational programs:</p> <ol style="list-style-type: none"> 1. Corporal punishment 2. Punishment for a manifestation of a student's disability 3. Locked rooms, locked boxes, or other locked structures or spaces from which the student cannot readily exit 4. Noxious substances 5. Deprivation of basic rights, such as withholding meals, water, or fresh air 6. Suspension constituting a pattern under 22 Pa. Code 14.143(a) 7. Treatment of a demeaning nature 8. Electric shock 9. Use of prone restraint as defined in 22 Pa. Code 14.133(c)(3) <p>The use of restraints can be used only in a student's IEP when:</p> <ol style="list-style-type: none"> 1. That parental consent is obtained prior to the use of restraints or intrusive procedures when included in a student's IEP as reflected in 22 Pa. Code Chapter 14.133(f). 2. The type of restraint, frequency, and duration of the restraint is clearly written in a student's IEP. 3. The staff is properly trained on the use and implementation of the restraint technique. 4. The parent/guardian/surrogate is notified immediately, by telephone no later than the end of that school day, as well as via written notification through the "Invitation to Participate in an IEP Team Meeting Due to a Restraint" stating that a meeting is to be convened within ten (10) school days unless a written waiver is provided by the parents/guardian/surrogate. 5. The student with an IEP has a positive behavior support plan that also
---	--

	<p>includes positive approaches to addressing the behaviors of concern (e.g., de-escalation techniques).</p> <ol style="list-style-type: none">6. The student’s IEP specifically permits the use of restraints.7. The IEP states how the restraints will be used (with positive behavior supports and the teaching of socially acceptable behaviors) as well as a plan for eliminating the use of restraints. <p>Positive Behavior Support (PBS) plans should include:</p> <ol style="list-style-type: none">1. A record of the IEP team’s attempts to include parents/guardians/surrogates, via written notification to participate in the team meeting, in the development of the student’s positive behavior support (PBS) plan.2. A meeting with members of the IEP team to design a positive behavior support (PBS) plan.3. Positive techniques, rather than negative techniques, for the development, change, and maintenance of behaviors shall be the least intrusive necessary and address the behaviors of concern.4. A functional behavior assessment (FBA) that addressed the antecedents, behaviors of concern, consequences maintaining the behavior, and function of the behavior.5. Research based practices and techniques used to develop the desired behaviors.6. Replacement skills, alternative teaching strategies and consequence strategies in decreasing the behaviors of concern as well as increasing the desired behaviors should be included.7. Interventions selected should be the least intrusive necessary.8. Parental consent shall be obtained prior to the use of restraint or intrusive procedures.9. Subsequent to a referral to law enforcement, for students with disabilities who have positive behavior support plans, an updated functional behavior assessment and positive behavior support plan shall be required. <p>References: State Board of Education Regulations – 22 PA Code Sec. 14.133 Individuals With Disabilities Education Act – 20 U.S.C. Sec. 1400 et seq. Individuals With Disabilities Education, Title 34, Code of Federal Regulations – 34 CFR Part 300</p>
--	---